



Griggs Road Elementary

100 Griggs Road
Clover,, South Carolina

Grades	PK-4 Elementary School	
Enrollment	535 Students	
Principal	Pamela L. Cato	803-222-5777
Superintendent	Dr. Marc Sosne	803-810-8000
Board Chair	Franklin Pendleton	803-810-8000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	Average
2007	Good	At-Risk
2006	Good	Average
2005	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

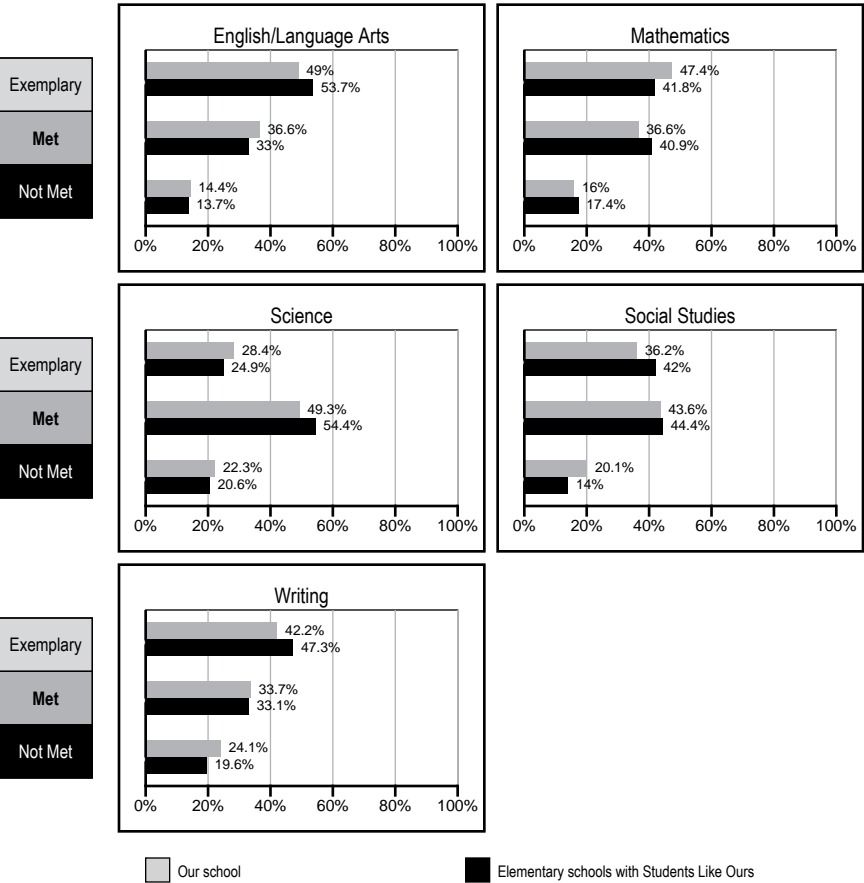
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	8	4	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=535)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 2.2%	1.6%	1.9%
Attendance rate	96.7%	Down from 96.9%	96.8%	96.3%
Eligible for gifted and talented	17.8%	Down from 23.4%	18.0%	10.0%
With disabilities other than speech	4.7%	Up from 3.2%	6.2%	7.7%
Older than usual for grade	0.8%	Up from 0.0%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	Down from 63.2%	60.3%	59.4%
Continuing contract teachers	78.9%	Down from 81.6%	83.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.4%	Up from 87.1%	86.7%	85.9%
Teacher attendance rate	93.5%	Down from 93.8%	95.6%	95.1%
Average teacher salary*	\$49,715	Up 2.9%	\$48,382	\$47,149
Professional development days/teacher	12.5 days	Up from 12.4 days	10.9 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.6 to 1	20.3 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 89.0%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 99.2%	99.9%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,126	Up 0.4%	\$6,763	\$7,458
Percent of expenditures for instruction**	69.0%	Up from 66.1%	70.4%	68.8%
Percent of expenditures for teacher salaries**	66.1%	Up from 63.1%	64.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Griggs Road Elementary School continues to achieve at high levels by providing quality education for all children. Our students, teachers, and parents are dedicated to this goal. Recently, Griggs Road received the Palmetto Silver Award and the Closing the Achievement Gap Award from the South Carolina Education Oversight Committee.

The Griggs Road faculty members are committed to providing quality instruction for all students. As part of this commitment, teachers implemented grade level flexible grouping based on MAP data. We also provided homework and tutoring opportunities before school each morning.

Students also have opportunities to excel in extracurricular areas. This year, every student submitted art work to Artsonia, an online children's art website. Students produced the school-wide television program, GRE-TV, as well as several additions of the student newspaper.

Historically, Griggs Road has had a high level of parent involvement. We had active volunteers in our building on a daily basis. Our School Improvement Council and PTO contribute their time and talents to many projects/activities at our school. Parents worked diligently to raise funds for school equipment, supplemental instructional materials, performers for school assemblies, and incentives for students. The Field Day Committee worked closely with teachers to provide parent volunteers, first aid assistance, and refreshments for the students. Parents planned family night meals and refreshments for school events.

Griggs Road encouraged students to be good citizens by emphasizing co-curricular activities such as service learning and character education. Throughout the year, the administration, faculty/staff, and parents instilled character education traits and a sense of responsibility in our students. Character education words were introduced during school wide assemblies. Classroom teachers and the guidance counselor provided additional instruction and follow-up activities to support our character education program. The student council sponsored monthly school-wide service learning projects which included participation in Relay for Life, St. Jude's Math-a-thon, and canned food collections for local agencies. Students collected over \$20,000 to benefit special causes.

As we strive for continued academic excellence, Griggs Road remains committed to providing quality educational opportunities for our students in a safe, healthy environment. We look forward to another outstanding year.

Pamela L. Cato, Principal
Wanda Whitesides, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	101	95
Percent satisfied with learning environment	100.0%	86.1%	91.5%
Percent satisfied with social and physical environment	100.0%	90.0%	93.5%
Percent satisfied with school-home relations	100.0%	89.0%	91.6%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	206	100	13.9	38.3	47.8	92	89.1	82.8	Yes	Yes
Gender										
Male	107	100	20.4	37.9	41.7	88.3	85.3	79.3	N/A	N/A
Female	99	100	7.1	38.8	54.1	95.9	93.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	166	100	11.7	35.6	52.8	95.1	90.7	89.5	Yes	Yes
African American	24	100	25	54.2	20.8	75	74.7	73.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.5	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	91.7	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	25	100	43.5	47.8	8.7	73.9	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	27.3	63.6	9.1	81.8	88.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	61	100	19	50	31	86.2	78	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	206	100	15.4	38.8	45.8	88.6	88.8	78.9	Yes	Yes
Gender										
Male	107	100	15.5	39.8	44.7	88.3	86.9	77	N/A	N/A
Female	99	100	15.3	37.8	46.9	88.8	90.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	166	100	12.9	38	49.1	90.2	90.2	87.2	Yes	Yes
African American	24	100	25	45.8	29.2	83.3	77.1	66.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	88.9	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	25	100	34.8	52.2	13	73.9	56.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	36.4	36.4	27.3	72.7	88.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	61	100	24.1	43.1	32.8	81	77.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	156	100	22.4	49.3	28.3	77.6	79.9	67.5
Gender								
Male	80	100	22.4	51.3	26.3	77.6	79.1	67
Female	76	100	22.4	47.4	30.3	77.6	80.7	68
Racial/Ethnic Group								
White	122	100	19.3	50.4	30.3	80.7	82.8	79.5
African American	22	100	36.4	50	13.6	63.6	57.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	19	100	38.9	55.6	5.6	61.1	50.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.3	59.6
Socio-Economic Status								
Subsided meals	50	100	33.3	54.2	12.5	66.7	61.9	55.1

Social Studies

All Students	157	100	19.5	44.8	35.7	80.5	83	72.3
Gender								
Male	80	100	20.5	42.3	37.2	79.5	81.6	71.5
Female	77	100	18.4	47.4	34.2	81.6	84.4	73.2
Racial/Ethnic Group								
White	127	100	16	44	40	84	84.2	80.7
African American	18	100	38.9	44.4	16.7	61.1	69.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	84	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	18	100	35.3	52.9	11.8	64.7	46.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	86.5	67.9
Socio-Economic Status								
Subsided meals	46	100	31.1	48.9	20	68.9	68.9	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	211	96.7	24.1	33.7	42.2	75.9	81.5	70.2	96.7	96.2
Gender										
Male	110	95.5	30.7	33.7	35.6	69.3	75.2	63.2	96.8	96.2
Female	101	98	17.3	33.7	49	82.7	88.2	77.5	96.7	96.2
Racial/Ethnic Group										
White	170	96.5	23	32.9	44.1	77	83.3	79.1	96.6	96.1
African American	25	96	33.3	37.5	29.2	66.7	65.7	57.6	97.5	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	86.2	96.7	97.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.1	62.6	98.1	97
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	93.6	94.4
Disability Status										
Disabled	29	75.9	65	25	10	35	36.9	26.1	96.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	25	41.7	33.3	75	79.7	61.2	97.8	97.5
Socio-Economic Status										
Subsided meals	66	98.5	36.1	29.5	34.4	63.9	67	58.9	96.3	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	94	100	14.3	28.6	57.1	85.7
	4	112	100	13.6	46.4	40	86.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	94	100	16.5	29.7	53.8	83.5
	4	112	100	14.5	46.4	39.1	85.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	31.1	40	28.9	68.9
	4	109	100	18.7	53.3	28	81.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	47	100	10.9	37	52.2	89.1
	4	110	100	23.1	48.1	28.7	76.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	97	100	23.7	25.8	50.5	76.3
	4	114	93.9	24.5	40.6	34.9	75.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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